

# COMPREHENSIVE SCHOOL COUNSELING



*Standard Course of Study*

*K-12*

*Public Schools of North Carolina  
Department of Public Instruction*

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- Higher Education Counselor Educators,
- Leaders of professional counselor organizations,
- Parents and community leaders,
- North Carolina JobReady, and
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We are indebted to the American School Counseling Association for its work on the Nation Standards for School Counseling Programs which served as a framework for the Guidance curriculum. We are also indebted to the National Consortium for State Guidance Leadership for their work on A National Framework for Programs of Guidance and Counseling which served as a framework for the comprehensive school counseling program.

The Guidance curriculum was a collaborative effort between the Division of Instructional Services and the Division of School Improvement. The focus for delivering the Guidance curriculum is one of teamwork. Teachers, counselors, parents, and community members provide leadership with support and involvement from other team members.

The Guidance curriculum for the Comprehensive School Counseling Program would not have been possible without the leadership and dedication of Dr. Eleanor Herndon, a retired North Carolina counselor and educator. The standards that she maintained throughout the development of this project have made it a work of the highest quality for our children.

# PREFACE

## **Intent**

The intent of the North Carolina Comprehensive School Counseling Standard Course of Study is to establish competency goals and objectives for all students in the area of academic development, career development, and personal/social development. This document is the first in a series of documents that will provide more detailed strategies for implementation.

The purpose of a comprehensive school counseling program in a school setting is to promote and enhance the learning process. The primary goal of the program is to enable all students to achieve success in school and to develop into contributing members of our society.

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## **Revisions**

The North Carolina Comprehensive School Counseling Standard Course of Study (formerly called the Guidance Standard Course of Study) was revised in 1985. Educational reform and numerous changes in school counseling programs make this revision necessary. These include:

- National Standards for School Counseling Programs have been developed,
  - Research has greatly advanced our knowledge about the needs of students and the intervention strategies of school counselors, and
  - National Career Development Guidelines are in place for developing competencies about what students need to know and be able to do to be successful in their work life.
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## **Changing Vision Of School Counseling**

School counselors face the challenge of preparing students to meet the expectations of higher academic standards and to become productive and contributing members of society. School counseling programs that are comprehensive and proactive are more often successful. A comprehensive school counseling program includes a guidance curriculum which is the shared responsibility of teachers, counselors, parents, and community members. It includes opportunities for individual and small group counseling, responsive services, and system support by licensed school counselors.

The National Standards for School Counseling Programs include the essential elements of a quality and effective school counseling

program. The Standards address program content and identify the knowledge, attitudes, and skills competencies that all students will develop as a result of participating in the school counseling program.

The Standards establish goals, expectations, support systems, and experiences for all students. The Standards provide a programmatic approach and help counselors to:

- Continuously assess their students' needs,
- Identify barriers that may be hindering student success, and
- Advocate for programmatic efforts to eliminate these barriers.

These efforts will help create a system where all students graduate from high school with a diploma, a plan, and the requisite personal development skills to help them reach their goals.

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### **Technology**

Technology has changed the way students and the educators who work with them communicate. The comprehensive school counseling program has embraced the technology as a means of providing the most up-to-date information, resources and links for students, parents, teachers, and counselors.

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### **Program Review**

Changes require a reevaluation of all aspects of school counseling. Areas examined included:

- Goals for school counseling in North Carolina,
- The components of a comprehensive school counseling program,
- The role of school counselors,
- Preparation and professional development of school counselors, and
- The level of support for school counseling from all parts of society.

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### **School Counseling Goals**

The revision and philosophy described throughout this document are based on long-standing goals for school counseling in North Carolina. The four goals for all students are:

- Demonstrate a positive attitude toward self as a unique and worthy person.
- Gain life-planning skills that are consistent with needs, interests, and abilities.

- Develop responsible social skills and an understanding and appreciation of being a contributing member of society.
  - Demonstrate an understanding and appreciation of the life-long process of learning, growing, and changing.
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### **School Counselor Roles and Functions**

School counselors coordinate a school-wide program for all students by organizing around four primary program components and six role functions. Counselors have expertise in all areas, but it is the counseling function (Responsive Services component) for which school counselors have received special training and licensure. All other parts of a school guidance program require ownership and collaboration among the entire school staff. The student-centered program provides appropriate instruction and assistance at each grade as well as individual and group counseling opportunities for students. Counselors provide leadership to help teachers integrate the standards across the curriculum.

The four program components and the counselor role functions together address the normal developmental needs of students. The program is measurable in terms of its benefits to students.

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### **Program Components**

Program components include:

Curriculum This includes the group or classroom activities through which the National Standards for School Counseling Program competencies related to academic, career, and personal/social development are delivered or taught. Teachers and counselors collaborate to integrate activities from the guidance curriculum into classroom lessons and into school-wide programs.

Individual Planning School counselors meet individually with students to analyze how their interests, abilities, and achievements interface with educational planning, academic achievement and career information. Students may individually access information through a variety of computer information systems, or gain information about themselves through interests and/or learning styles inventories. Appropriate educational decisions are encouraged to assure that the student gains the skills and preparation to pursue individual goals.

Responsive Services This is the counseling component for which school counselors receive graduate level preparation and training. It includes confidential individual and small group counseling.

Consultation with teachers, parents, and agencies who can assist students and families is included in this component.

System Support This includes program coordination and outreach activities to promote partnerships within the community that support the development of students. Examples are school/business partnerships, advisory groups, agency partnerships, and parent organizations. Program development, research and evaluation of program outcomes are shared with various groups since it can demonstrate the impact of the counseling program on student outcomes.

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## **Counselor Functions**

There are six specific roles and functions that school counselors perform:

Program Planning When planning a school counseling program, counselors conduct needs assessments of their particular school's strengths and weaknesses. An important part of continual program planning is the collection of data that illustrate which services are effective and which program areas need to be changed.

Counseling (groups and individual) School counselors provide a confidential helping relationship to help students with educational, personal, social, and career concerns. Groups of students who have similar concerns come together to share, listen, and resolve concerns.

Consulting Counselors consult with parents, teachers, and others to determine the most appropriate ways to help students. School counselors often refer students to public and private agencies and practitioners outside the school who can meet their needs on a long-term basis.

Coordinating Counselors assist with school wide programs that help schools in their educational mission. These programs include school-wide efforts that reach a specific group of students.

Student Appraisal and Assessment Counselors use strategies to assist in this area such as: helping students plan their educational program, interpreting test data with teachers to make appropriate decisions about academic placement, and sharing occupational information with students.

Professional Development Counselors must stay current in their profession through counselor development workshops, conferences

and through web-based site support. Increasingly, counselors must know about and use technology based programs and software that help students access and use information pertinent to their exploration and development.

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### **Preparation and Professional Development of School Counselors**

School counseling that empowers all students is a complex and demanding process that requires intensive lifelong learning. Counselors must have extensive knowledge about:

- Growth and development,
- How student learn,
- The career planning process,
- Physical and psychological health and wellness,
- Appropriate intervention, and
- Community resources.

Appropriate content, pedagogical and clinical preparation and supervision enable school counselors to provide appropriate services to students in an environment where all students can succeed. Counselors are role models for students as learners and problem solvers. Opportunities for school counselors at all stages of their career must be available to provide the tools to implement a comprehensive school counseling program. School counselors take a major responsibility for their own professional development, but they must also have leadership, resources, financial support, and advocacy at the classroom, school, district, state and university levels.

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### **Support Responsibilities**

Educating North Carolina's students is a shared responsibility. School counselors work together with many constituencies to establish a comprehensive school counseling program.

Support is necessary from:

- Legislators and other financial partners to provide funding that increases the likelihood of student achievement;
- School boards and administrators to enact policies that enable counselors to provide appropriate and high quality service to students;
- Colleges and universities to help school counselors develop knowledge, skills and expertise in counseling;
- Parents and community leaders as partners with schools to value and nurture student efforts; and
- School counselors, teachers and students working cooperatively to establish and reach high standards of achievement.



# PHILOSOPHY

School counseling is an educational program in and of itself. It has a specialized curriculum that leads students to effectively take charge of their lives and to plan for their futures.

The Guidance curriculum for the school counseling program is developmental and sequential; reinforcing content at each grade level K-12. It is designed to be integrated throughout the academic curriculum, delivered by teachers and counselors, and supported by parents and community efforts. Local school systems will want to enhance the lessons with unique parent and community involvement components.

# PURPOSE

The focus of the Comprehensive School Counseling Program is student success. The competencies and objectives, grouped by academic development, career development, and personal/social development, are aligned with the strategic goals of high student performance as well as safe and orderly schools.

# PROGRAM DESCRIPTION

The North Carolina Standard Course of Study provides a comprehensive framework for school counseling in the public schools. The Standard Course of Study communicates what students need to know and be able to do as a result of instruction and intervention at each grade level. Content and skills are delivered through multiple approaches by a team made up of teachers, counselors, other student services personnel, parents, and members of the community. Specific teaching strategies, lesson plans, materials, and other resources and information will be addressed in the Guidance Curriculum for the Comprehensive School Counseling Program and other support documents.

# GUIDANCE CURRICULUM

## Organization

The guidance curriculum for the comprehensive school counseling program is divided into three major components. Academic Development The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning. These include:

- Acquiring skills, attitudes, and knowledge to learn effectively;
- Employing strategies to achieve success in school.; and
- Understanding the relationship of academics to the world of work, and to life at home and in the community.

Career Development Program strategies for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills that enable students to make a successful transition from school to the world of work. These include:

- Strategies to achieve future career success and job satisfaction;
- Fostering an understanding of the relationship between personal qualities, education and training, and the world of work;
- The development of career goals by all students as a result of career awareness and experiential activities.

Personal/social Development Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth which contributes to academic and career success.

Personal/social development includes:

- The acquisition of skills, attitudes, and knowledge which help students to respect self and others.
- The use of effective interpersonal skills,
- The employment of safety and survival skills,
- The understanding of the obligation to be a contributing member of society, and
- The ability to negotiate successfully and safely in the increasingly complex and diverse world of the 21<sup>st</sup> century.

## ELEMENTARY GUIDANCE – K-5

### Focus Areas:

Elementary is the entry level for students to participate in the school counseling program.

Learning is focused on awareness activities

- Improving academic self-concept
- Acquiring skills for improving learning
- Achieving school success
- Improving learning
- Planning to achieve goals
- Relating school to life experiences

**Strands:** Academic Development, Career Development, and Personal/Social Development

**COMPETENCY GOAL 1: The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

(National Standard 1)

### Objectives

- 1.01 Demonstrate pride in work and in achievement.
- 1.02 Justify mistakes as essential to the learning process.
- 1.03 Practice attitudes and behaviors which lead to successful learning.
- 1.04 Demonstrate time management and task management skills.
- 1.05 Verify responsibility for actions.
- 1.06 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- 1.07 Establish a broad range of interests and abilities.
- 1.08 Communicate knowledge with classmates and adults.

**COMPETENCY GOAL 2: The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options....** (National Standard 2)

### Objectives

- 2.01 Demonstrate critical thinking skills.
- 2.02 Distinguish study skills necessary for academic success at each level.
- 2.03 Choose to be self-directed and independent learners.

**COMPETENCY GOAL 3: The learner will understand the relationship of academics to the world of work and to life at home and in the community.** (National Standard 3)

**Objectives**

- 3.01 Judge how to balance school, studies, extracurricular activities, leisure time and family life.
- 3.02 Choose co-curricular and community experiences to enhance the school experience.
- 3.03 Determine the relationship between learning and work.
- 3.04 Consider how school success and academic achievement enhance future career and vocational opportunities.

**COMPETENCY GOAL 4: The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.** (National Standard 4)

**Objectives**

- 4.01 Document the variety of traditional and non-traditional occupations.
- 4.02 Develop an awareness of personal abilities, skills, interests and motivations.
- 4.03 Demonstrate how to interact and work cooperatively in teams.
- 4.04 Explore the importance of planning.
- 4.05 Develop skills in areas of interest.
- 4.06 Develop hobbies and avocational interests.
- 4.07 Balance work and leisure time.
- 4.08 Generate respect for individual uniqueness in the workplace.
- 4.09 Develop a positive attitude toward work and learning.
- 4.10 Determine the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

**COMPETENCY GOAL 5: The learner will employ strategies to achieve future career success and satisfaction.** (National Standard 5)

**Objectives**

- 5.01 Compare personal skills and interests with current career choices.
- 5.02 Classify occupations.
- 5.03 Investigate research and information resources to obtain career information.
- 5.04 Use the Internet to access career planning information.
- 5.05 Describe how traditional and non-traditional occupations relate to career choice.
- 5.06 Manage a career planning portfolio.

**COMPETENCY GOAL 6: The learner will understand the relationship between personal qualities, education, and training, and the world of work.** (National Standard 6)

**Objectives**

- 6.01 Compare the relationship between educational achievement and career success.
- 6.02 Appraise the importance of equal access to careers.

- 6.03 Use conflict management skills with peers and adults.
- 6.04 Work cooperatively with others as a team member.

**COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.** (National Standard 7)

**Objectives**

- 7.01 Develop a positive attitude toward self as a unique and worthy person.
- 7.02 Communicate the goal setting process.
- 7.03 Manage feelings.
- 7.04 Distinguish between appropriate and inappropriate behaviors.
- 7.05 Differentiate personal boundaries, rights, and privacy needs.
- 7.06 Establish self-control.
- 7.07 Demonstrate cooperative behavior in groups.
- 7.08 Conclude that everyone has rights and responsibilities.
- 7.09 Consider individual differences.
- 7.10 Consider ethnic and cultural diversity.
- 7.11 Consider different kinds of families.
- 7.12 Demonstrate how to communicate.
- 7.13 Conclude that communication involves speaking, listening, and nonverbal behavior.
- 7.14 Demonstrate how to make and keep friends.

**COMPETENCY GOAL 8: The learner will make decisions, set goals, and take appropriate action to achieve goals.** (National Standard 8)

**Objectives**

- 8.01 Employ a decision-making and problem-solving model.
- 8.02 Critique consequences of decisions and choices.
- 8.03 Debate alternative solutions to a problem.
- 8.04 Develop effective coping skills for dealing with problems.
- 8.05 Apply conflict resolution skills.

**COMPETENCY GOAL 9: The learner will understand safety and survival skills.** (National Standard 9)

**Objectives**

- 9.01 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- 9.02 Distinguish the difference between appropriate and inappropriate physical contact.
- 9.03 Use problem-solving and decision-making skills to make safe and healthy choices.
- 9.04 Determine the dangers of substance use and abuse.
- 9.05 Assess peer pressure.
- 9.06 Display techniques for managing stress and conflict.

## MIDDLE GRADES GUIDANCE – 6-8

### Focus Areas:

Middle grades are the years that a student continues awareness activities, but learning is focused on exploration activities

- Improving academic self-concept
- Acquiring skills for improving learning
- Achieving school success
- Improving learning
- Planning to achieve goals
- Relating school to life experiences

**Strands:** Academic Development, Career Development, and Personal/Social Development

**COMPETENCY GOAL 1: The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

(National Standard 1)

### Objectives

- 1.01 Demonstrate competence and confidence as a learner.
- 1.02 Establish positive interest in learning.
- 1.03 Communicate pride in work and achievement.
- 1.04 Understand mistakes as essential to the learning process.
- 1.05 Identify attitudes, beliefs, and behaviors that lead to successful learning.
- 1.06 Develop time management and task management skills.
- 1.07 Demonstrate how effort and persistence positively affect learning.
- 1.08 Indicate when and how to ask for help.
- 1.09 Apply knowledge of learning styles to school performance.
- 1.10 Take responsibility for actions.
- 1.11 Demonstrate the ability to work independently and cooperatively.
- 1.12 Develop an awareness of personal interests, skills, motivations, and abilities.
- 1.13 Demonstrate dependability, productivity, and initiative.
- 1.14 Communicate knowledge.

**COMPETENCY GOAL 2: The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options....** (National Standard 2)

### Objectives

- 2.01 Demonstrate the motivation to achieve individual potential.
- 2.02 Communicate critical thinking skills.
- 2.03 Apply critical thinking skills.

- 2.04 Apply study skills necessary for academic success.
- 2.05 Seek information and support from faculty, staff, family, and peers.
- 2.06 Choose to be self-directed, independent learners.
- 2.07 Apply knowledge of aptitudes and interests to establish challenging academic goals.
- 2.08 Use assessment results in educational planning.
- 2.09 Develop and implement an annual plan of study to maximize academic ability and achievement.
- 2.10 Demonstrate a goal setting process.
- 2.11 Use problem-solving and decision-making to assess progress toward educational goals.
- 2.12 Compare the relationship between classroom performance and success in school.
- 2.13 Consider postsecondary options consistent with interests, achievement, aptitude, and abilities.

**COMPETENCY GOAL 3: The learner will understand the relationship of academics to the world of work, and to life at home and in the community.** (National Standard 3)

**Objectives**

- 3.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
- 3.02 Consider co-curricular and community experiences to enhance the school experience.
- 3.03 Determine the relationship between learning and work.
- 3.04 Research the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- 3.05 Demonstrate how school success is the preparation to make the transition from student to community member.
- 3.06 Communicate how school success and academic achievement enhance future career and vocational opportunities.

**COMPETENCY GOAL 4: The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.** (National Standard 4)

**Objectives**

- 4.01 Develop skills to locate, evaluate, and interpret career information.
- 4.02 Evaluate traditional and non-traditional occupations.
- 4.03 Demonstrate the importance of planning.
- 4.04 Pursue competency in areas of interests.
- 4.05 Develop organizational skills.
- 4.06 Demonstrate knowledge about the changing workplace.
- 4.07 Determine the rights and responsibilities of employers and employees.
- 4.08 Generate respect for individual uniqueness in the workplace.
- 4.09 Develop a positive attitude toward work and learning.
- 4.10 Explain the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

**COMPETENCY GOAL 5: The learner will employ strategies to achieve future career success and satisfaction.** (National Standard 5)

**Objectives**

- 5.01 Apply decision-making skills to career planning, course selection, and career transitions.
- 5.02 Apply personal skills, interests, and abilities to current career choices.
- 5.03 Demonstrate knowledge of the career planning process.
- 5.04 Indicate the various ways which occupations can be classified.
- 5.05 Establish how changing economic and societal needs influence employment trends and future training.
- 5.06 Demonstrate awareness of the education and training needed to achieve career goals.
- 5.07 Assess and modify their educational plan to support career goals.
- 5.08 Use employability and job readiness skills in work-based learning experiences.
- 5.09 Select course work that is related to career interests.
- 5.10 Maintain a career-planning portfolio.

**COMPETENCY GOAL 6: The learner will understand the relationship between personal qualities, education and training, and the world of work.** (National Standard 6)

**Objectives**

- 6.01 Investigate how work can help to achieve personal success and satisfaction.
- 6.02 Indicate personal preferences and interests that influence career choices and success.
- 6.03 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- 6.04 Give reasons for the effect of work on lifestyles.
- 6.05 Understand the importance of equity and access in career choice.
- 6.06 Understand that work is an important and satisfying means of personal expression.
- 6.07 Demonstrate how to use conflict management skills with peers and adults.

**COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge, and interpersonal skills to help understand and respect self and others.** (National Standard 7)

**Objectives**

- 7.01 Develop a positive attitude toward self as a unique and worthy person.
- 7.02 Document change as a part of growth.
- 7.03 Classify and appropriately express feelings.
- 7.04 Distinguish between appropriate and inappropriate behaviors.
- 7.05 Examine personal boundaries, rights, and privacy needs.
- 7.06 Practice self-control.
- 7.07 Demonstrate cooperative behavior.
- 7.08 Document personal strengths and assets.
- 7.09 Anticipate changing personal, family, and social roles.
- 7.10 Establish that everyone has rights and responsibilities.
- 7.11 Respect alternative points of view.



- 7.12 Recognize, accept, respect, and appreciate ethnic, cultural and individual diversity.
- 7.13 Respect differences in various family configurations.
- 7.14 Use effective communication skills.
- 7.15 Understand that communication involves speaking, listening, and nonverbal behavior.
- 7.16 Research how to make and keep friends.
- 7.17 Demonstrate respect for self.
- 7.18 Recognize the value of the educational process.

**COMPETENCY GOAL 8: The learner will make decisions, set goals, and take appropriate action to achieve goals. (National Standard 8)**

**Objectives**

- 8.01 Understand consequences of decisions and choices.
- 8.02 Debate alternative solutions to a problem.
- 8.03 Develop effective coping skills for dealing with problems.
- 8.04 Demonstrate when, where, and how to seek help for solving problems and making decisions.
- 8.05 Use conflict resolution skills.
- 8.06 Demonstrate a respect and appreciation for individual and cultural differences.
- 8.07 Indicate when peer pressure is influencing a decision.
- 8.08 Calculate long and short term goals.
- 8.09 Evaluate alternative ways of achieving goals.
- 8.10 Use persistence and perseverance in acquiring knowledge and skills.
- 8.11 Develop an action plan to set and achieve realistic goals.

**COMPETENCY GOAL 9: The learner will understand safety and survival skills. (National Standard 9)**

**Objectives**

- 9.01 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- 9.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.
- 9.03 Compare the difference between appropriate and inappropriate physical contact.
- 9.04 Demonstrate the ability assert boundaries, rights, and personal privacy.
- 9.05 Differentiate between situations requiring peer support and situations requiring adult professional help.
- 9.06 Assess resource people in the school and community, and know how to seek their help.
- 9.07 Apply effective problem-solving and decision-making skills to safe and healthy choices.
- 9.08 Forecast about the emotional and physical dangers of substance use and abuse.
- 9.09 Compare ways to cope with peer pressure.
- 9.10 Create techniques for managing stress.
- 9.11 Select coping skills for managing life events.

## HIGH SCHOOL GUIDANCE – 9-12

### Focus Areas:

High School grades are the years that a student continues awareness and exploration activities, but learning is focused on skill development and planning activities

- Improving academic self-concept
- Acquiring skills for improving learning
- Achieving school success
- Improving learning
- Planning to achieve goals
- Relating school to life experiences

**Strands:** Academic Development, Career Development, and Personal/Social Development

**COMPETENCY GOAL 1: The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

(National Standard 1)

### Objectives

- 1.01 Articulate feelings of competence and confidence as a learner.
- 1.02 Display a positive interest in learning.
- 1.03 Demonstrate work and achievement.
- 1.04 Justify mistakes as essential to the learning process.
- 1.05 Practice attitudes and behaviors which lead to successful learning.
- 1.06 Apply time management and task management skills.
- 1.07 Demonstrate how effort and persistence positively affect learning.
- 1.08 Use communication skills to know when and how to ask for help when needed.
- 1.09 Apply knowledge of learning styles to positively influence school performance.
- 1.10 Verify responsibility for actions.
- 1.11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- 1.12 Develop a broad range of interests and abilities.
- 1.13 Demonstrate dependability, productivity, and initiative.
- 1.14 Communicate knowledge.

**COMPETENCY GOAL 2: The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options....** (National Standard 2)

**Objectives**

- 2.01 Demonstrate the motivation to achieve individual potential.
- 2.02 Apply critical thinking skills.
- 2.03 Apply the study skills necessary for academic success at each level.
- 2.04 Seek information and support from faculty, staff, family, and peers.
- 2.05 Apply academic information from a variety of sources.
- 2.06 Use knowledge of learning styles to positively influence school performance.
- 2.07 Choose to be self-directed, independent learners.
- 2.08 Establish challenging academic goals.
- 2.09 Use assessment results in educational planning.
- 2.10 Implement an annual plan of study to maximize academic ability and achievement.
- 2.11 Apply knowledge of aptitudes and interests to goal setting.
- 2.12 Use problem-solving and decision-making skills to assess progress toward educational goals.
- 2.13 Compare the relationship between classroom performance and success in school.
- 2.14 Consider postsecondary options consistent with interests, achievement, aptitude, and abilities.

**COMPETENCY GOAL 3: The learner will understand the relationship of academics to the world of work, and to life at home and in the community.** (National Standard 3)

**Objectives**

- 3.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
- 3.02 Seek co-curricular and community experiences to enhance the school experience.
- 3.03 Determine the relationship between learning and work.
- 3.04 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- 3.05 Demonstrate how school success is the preparation to make the transition from student to community member.
- 3.06 Communicate how school success and academic achievement enhance future career and vocational opportunities.

**COMPETENCY GOAL 4: The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.** (National Standard 4)

**Objectives**

- 4.01 Develop skills to locate, evaluate, and interpret career information.
- 4.02 Evaluate traditional and non-traditional occupations.
- 4.03 Develop an awareness of personal abilities, skills, interests, and motivations.
- 4.04 Demonstrate how to interact and work cooperatively in teams.

- 4.05 Determine how to make decisions.
- 4.06 Explain how to set goals.
- 4.07 Explore the importance of planning.
- 4.08 Develop competency in areas of interest.
- 4.09 Develop hobbies and avocational interests.
- 4.10 Balance work and leisure time.
- 4.11 Acquire employability skills such as working on a team, problem-solving and organizational skills.
- 4.12 Apply job readiness skills to seek employment opportunities.
- 4.13 Demonstrate knowledge about the changing workplace.
- 4.14 Consider the rights and responsibilities of employers and employees.
- 4.15 Generate respect for individual uniqueness in the workplace.
- 4.16 Author a resume.
- 4.17 Develop a positive attitude toward work and learning.
- 4.18 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- 4.19 Utilize time-and-task management skills.

**COMPETENCY GOAL 5: The learner will employ strategies to achieve future career success and satisfaction.** (National Standard 5)

**Objectives**

- 5.01 Apply decision-making skills to career planning, course selection, and career transition.
- 5.02 Identify personal skills, interests, and abilities and relate them to current career choices.
- 5.03 Demonstrate knowledge of the career planning process.
- 5.04 Indicate the various ways which occupations can be classified.
- 5.05 Use research and information resources to obtain career information.
- 5.06 Use the Internet to access career planning information.
- 5.07 Describe traditional and non-traditional occupations and how these relate to career choice.
- 5.08 Understand how changing economic and social needs influence employment trends and future training.
- 5.09 Demonstrate awareness of the education and training needed to achieve career goals.
- 5.10 Assess and modify educational plans to support career goals.
- 5.11 Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.
- 5.12 Select course work that is related to career interests.
- 5.13 Maintain a career-planning portfolio.

**COMPETENCY GOAL 6: The learner will understand the relationship between personal qualities, education and training, and the world of work.** (National Standard 6)

**Objectives**

- 6.01 Compare the relationship between educational achievement and career success.
- 6.02 Explain how work can help to achieve personal success and satisfaction.
- 6.03 Indicate personal preferences and interests which influence career choices and success.
- 6.04 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- 6.05 Describe the effect of work on lifestyles.
- 6.06 Understand the importance of equity and access in career choice.
- 6.07 Understand that work is an important and satisfying means of personal expression.
- 6.08 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.
- 6.09 Use conflict management skills with peers and adults.
- 6.10 Demonstrate how to work cooperatively with others as a team member.
- 6.11 Apply academic and employment readiness skills in work-based learning.

**COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.** (National Standard 7)

**Objectives**

- 7.01 Develop a positive attitude toward self as a unique and worthy person.
- 7.02 Assess values, attitudes, and beliefs.
- 7.03 Communicate the goal setting process.
- 7.04 Document change as a part of growth.
- 7.05 Manage feelings.
- 7.06 Distinguish between appropriate and inappropriate behaviors.
- 7.07 Differentiate personal boundaries, rights, and privacy needs.
- 7.08 Establish self-control.
- 7.09 Demonstrate cooperative behavior in groups.
- 7.10 Document personal strengths and assets.
- 7.11 Anticipate changing personal and social roles.
- 7.12 Anticipate changing family roles.
- 7.13 Establish that everyone has rights and responsibilities.
- 7.14 Respect alternative points of view.
- 7.15 Recognize, accept, respect, and appreciate individual differences.
- 7.16 Recognize, accept, and appreciate ethnic and cultural diversity.
- 7.17 Respect differences in various family configurations.
- 7.18 Use effective communication skills.
- 7.19 Understand that communication involves speaking, listening, and nonverbal behavior.
- 7.20 Learn how to make and keep friends.

**COMPETENCY GOAL 8: The learner will make decisions, set goals, and take appropriate action to achieve goals. (National Standard 8)**

**Objectives**

- 8.01 Use a decision-making and problem-solving model.
- 8.02 Understand consequences of decisions and choices.
- 8.03 Debate alternative solutions to a problem.
- 8.04 Develop effective coping skills for dealing with problems.
- 8.05 Demonstrate when, where, and how to seek help for solving problems and making decisions.
- 8.06 Use conflict resolution skills.
- 8.07 Demonstrate a respect and appreciation for individual and cultural differences.
- 8.08 Indicate when peer pressure is influencing a decision.
- 8.09 Calculate long and short term goals.
- 8.10 Evaluate alternative ways of achieving goals.
- 8.11 Use persistence and perseverance in acquiring knowledge and skills.
- 8.12 Develop an action plan to set and achieve realistic goals.

**COMPETENCY GOAL 9: The learner will understand safety and survival skills. (National Standard 9)**

**Objectives**

- 9.01 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- 9.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.
- 9.03 Compare the difference between appropriate and inappropriate physical contact.
- 9.04 Demonstrate the ability to assert boundaries, rights, and personal privacy.
- 9.05 Differentiate between situations requiring peer support and situations requiring adult professional help.
- 9.06 Assess resource people in the school and community, and know how to seek their help.
- 9.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- 9.08 Forecast the emotional and physical dangers of substance use and abuse.
- 9.09 Compare ways to cope with peer pressure.
- 9.10 Create techniques for managing stress and conflict.
- 9.11 Select coping skills for managing life events.

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